

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MN5

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Jennifer Olson

Official School Name: Humphrey Elementary School

School Mailing Address: P.O. Box 248
Waverly, MN 55390-0248

County: Wright County State School Code Number*: 003

Telephone: (763) 658-4424 E-mail: jolson@hlww.k12.mn.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Bradley Sellner Superintendent e-mail: bsellner@hlww.k12.mn.us

District Name: Howard-Lake-Waverly-Winsted District Phone: (320) 543-3521

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dan Schaible

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12MN5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district _____ 2 Elementary schools (includes K-8)
(per district designation): _____ 1 Middle/Junior high schools
_____ 1 High schools
_____ 0 K-12 schools
_____ 4 Total schools in district
2. District per-pupil expenditure: _____ 9421

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	40	22	62		6	0	0	0
K	23	26	49		7	0	0	0
1	25	20	45		8	0	0	0
2	17	27	44		9	0	0	0
3	16	24	40		10	0	0	0
4	19	22	41		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								281

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2010	230
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 1
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 29%

Total number of students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The above percentage represents students whose families completed the educational benefits application form and currently participate in the school meals program. Although consistently collected and reported, this estimate could be deemed low, due to families who have chosen not to complete application. Some families either choose not to complete it as a matter of pride, or because their child's school schedule does not allow for full utilization of the breakfast/lunch program for their child. (These students' schedules are partial-day programs such as preschool and kindergarten.) These factors should be taken into consideration when calculating our school demographics.

10. Percent of students receiving special education services: 22%

Total number of students served: 48

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>25</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12MN5

Humphrey Elementary is home to approximately 300 students in preschool through grade four, and one of two elementary schools in the Howard Lake-Waverly-Winsted School District. Humphrey Elementary is located in the small town of Waverly MN, just 45 minutes west of the Minneapolis-St. Paul area.

Our district-wide mission is to “provide a positive learning environment that recognizes diversity, instills life-long learning skills, and nurtures each individual’s unique potential, talents and self-worth.”

Humphrey holds to this mission. Humphrey Elementary comprises 2 sections each of first through fourth grade, 3 sections of kindergarten, and 4 sections of preschool, all of which have small class sizes. Our staff is balanced in experience, ranging from third year teachers to twenty-five year veterans. This diversity provides for a seasoned, no-nonsense approach to learning, and the unique challenge to stretch staff professionally to meet the changing needs of our student population.

Humphrey offers low class sizes and a variety of experiences for its students. Students receive instruction in core subject areas as well as a balance of physical education, art, and music. Students also have the opportunity to seek weekly media experiences with our library and instructional computer lab and programs. Staff have been trained in the Responsive Classroom model, and we use it school-wide for common language and expectations. Our expectations are high for students. In offering a range of support between special education, title one, traditional classroom and extension support, all of our students are met at their academic levels. We utilize solid curriculum to meet and exceed the standards set by the state, and continually work to integrate technology through the use of SMARTboards, iPads, SMARTables, projection devices and other digital means in our classrooms.

It is our belief that purposeful instruction, caring dedicated teachers, intrinsically motivated students and a supportive community each played a role in our nomination for Blue Ribbon status and our students’ success.

Volunteers can be seen in the building daily, assisting in small group activities, supporting student learning and the instructional development of our school as a whole. Parents are involved, and are an integral part of our learning community. We have an active volunteer organization—Partners In Education -- which supports and enriches classroom learning through sponsorship of family and school activities, provides positive public relations, and offers funds when/where needed. We work in partnership with other volunteer organizations as well. Utilizing a foster grandparent program and a senior workforce partner, we are not only offering learning for these individuals, we bridge the gap between generations. It becomes increasingly important for us to promote positive relationships.

We also have been able to bridge the gap within our own district. Staff and students have the opportunity to experience “elementary” activities together. Music programs, field trips, and special presentations bring the two schools together to develop rapport, and build connections before being merged into one middle school starting at the fifth grade. Staff work hand-in-hand to brainstorm best practice strategies and to mirror the expectations set for our elementary students. High school students also have an opportunity to make connections at the elementary. Working with high school staff, our elementary students receive instruction from Future Farmers of America (FFA) students in the areas such as science and safety, and have the opportunity to get involved in school pride through peer mentorship and school assemblies. Our high school students have been able to experience work-like experiences in an educational setting by shadowing teachers through their coursework which increases the impact and connection to our own students.

Above all, our students have a passion for learning. Although motivated by dedicated, knowledgeable and hard-working staff, our students have an interest to learn more, and most often a willingness to push themselves to a higher level academically and socially.

1. Assessment Results:

The two most significant standardized assessments administered district-wide are the Minnesota Comprehensive Assessments (MCA's) and the Measures of Academic Progress (MAP tests). The district uses the national norms to monitor benchmarks and growth made in the areas of reading and math by students on the MAP tests. MAP testing occurs a minimum of two times a year—fall and spring, and provides results in strand areas in the form of lexile ranges. A third assessment opportunity in the winter season is used for progress monitoring purposes. MCAs are administered once a year in the spring to students in grades 3-11 and have state-determined proficiency levels. Primary assessments are in the reading and math content areas, with the addition of science and writing at various grade levels. At Humphrey Elementary, we only administer reading and math assessments. The four distinct categories of progress are exceeds standards, meets standards, partially meets standards, and does not meet standards. Our goals at the district and school level are to achieve a minimum of meets or exceeds status. District-wide we have set the high expectations of all students meeting proficiency. It is an additional goal that students show growth from one year to the next in each content area's assessment.

Looking at our building's academic trends, Humphrey Elementary students have made steady gains above and beyond expectations of the state proficiency standards in the content areas of both reading and math.

In mathematics, Humphrey Elementary's third and fourth grade students collectively moved from 74% proficiency in 2007 to 88% proficiency in 2011, as measured by state standards.

Fourth grade made great strides from 2007 to 2010 moving from 74% to over 91% proficiency. We saw a dip in scores for 2011, dropping to 76% percent of our students meeting proficiency targets. The most logical explanation for the drop in proficiency is due to the format and revision of the state assessment. Newly implemented state math standards and a computer-based format for test administration are both valid arguments when reflecting on possible impacts of student results. The feeling statewide, and we'd concur, was that students were being tested not only on the math standards and content, but also the computer skills with which to complete the test.

Third grade math scores were not, however, negatively impacted. In fact, from 2007 to 2011, third grade students moved from 77% proficiency to 98% proficiency. Even more impressive was the ten point gain made by students from 2010-2011. The credit is due to deliberate conversations with grade level teams, a conscious effort to meet new standards utilizing the new curriculum, and the rigor of the newly adopted curriculum. Mathematical vocabulary was purposefully introduced to assist in common language between local and state assessments in relationship to the curriculum.

One of Humphrey Elementary School's goals for 2012 is to provide more chances for students to use computer-based curriculum assessments as well as offer opportunities specific to state practice assessments in order to build students' confidence levels, and place the focus back on the mathematical understanding and skills expected at each grade level.

Humphrey Elementary students as a whole moved from 82% proficiency to 91% proficiency in the area of reading from 2007 to 2011. Third grade scores went from 83% to 98%, and fourth grade scores, although not as significant, still made positive progress moving from 79% proficiency to 84% proficiency.

Reading success can be attributed to small group expanded instruction in addition to whole group, core lessons delivered by teachers. Progress has been made through consistent staff conversations and book

studies targeting best practices in literacy. Teachers worked diligently to implement key vocabulary words and the strategies of literacy using the Daily 5 model developed by “The Two Sisters”, Gail Boushey and Joan Moser. Cooperative conversations between classroom teachers, special education and title one instructors and the reading specialist also help to create clear goals for the continued improvement in reading instruction at Humphrey Elementary.

With limited ethnic diversity in our building, our focus in closing achievement gaps in student subgroups have been based primarily on socio-economic status. Instruction and opportunities are provided for all students regardless of their economic background. With the utilization of large and small group instructional formats, and the additional volunteer help extended by our school's community, we can more closely target students' achievements to best support their varying needs and better meet the high standards set for our school and district. Humphrey Elementary continues to make positive progress and has proudly shown very little gap in achievement between all students and the students falling into the subgroup of socio-economic status.

2. Using Assessment Results:

Humphrey Elementary uses formative and summative student data to improve student and overall school performance. Each fall, staff members administer baseline assessments. In the area of language arts, an emergent literacy survey, the Minnesota Comprehensive Assessments (MCA's), STAR reading scores, a fluency score in addition to the Measures of Academic Progress results are tabulated to create a solid baseline for student abilities and a "starting point." In mathematics, our staff uses a diagnostic tool from our regular enVision curriculum, the Minnesota Comprehensive Assessments (MCA's), STAR math scores, and the Measures of Academic Progress assessment.

Using curriculum based assessments in both mathematics and literacy, classroom teachers monitor student progress and overall understanding. Teachers meet on a monthly basis as a grade level team with our Title One instructor, reading extension teacher and periodically with administration to discuss student data, adjust curriculum pacing, address areas of need, and make fluid changes with student groups and support needed. During the monthly discussions, the curriculum based assessments and fluency scores drive discussion on teacher instruction and student success. Discussion takes place at a more global level during staff meetings, professional learning committees (PLC's) and district professional development opportunities. It is during this time that we can vertically focus the needs of our students—both celebrating areas of strength and targeting areas of need. Student data, curriculum maps and state standards are present during this reflective discussion and recommendations are made to improve the instructional targets for a specific group of students. For primary students, we ask, “How can we better build the foundational skills needed for student success?” For our intermediate aged students, we look at trend data for deficiencies and have purposeful conversations for improvement.

Honing in on specific students for improvement, staff seek the assistance of a team of teachers; the Teacher Assistance Team (TAT) which is comprised of regular education, special education and support staff, a school social worker, and an administrator. The purpose of this team is to provide support, suggest additional intervention strategies for student achievement growth and/or to bridge the gap of the referral process for special education services. This team is proactive in providing resources for staff to diminish the void of support for student success.

Humphrey Elementary celebrates success and acknowledges need within the classroom and school setting with students and families in an ongoing fashion. As required by the state's education department, we are also required as a district to share a Student Achievement Report (SAR) with our school board to seek approval, and in turn publicly share with our school community as well as the state. In this document, school and district goals are discussed, results of state and national assessments are shared, trends analyzed, and recommendations are made to address deficiencies.

In addition to the SAR report, students' academic achievements are shared via parent-teacher conferences held in the fall and late winter, and quarterly grade reports. Communication is not limited to parent-teacher conferences and report cards. Humphrey staff have a strong rapport with parents and work diligently to recognize achievement and set goals with parents intended for student improvement. Recognition for achievement is highlighted in classroom and school newsletters, the local paper, and on our school district website. Quarterly and year-end achievements are honored in student body assemblies, where families are invited and encouraged to attend.

3. Sharing Lessons Learned:

Humphrey Elementary regularly collaborates with Winsted Elementary and Howard Lake Middle School staff via book studies, professional development opportunities, small group learning communities, and ongoing communication. With communication and common language district-wide, our goals continue to be clear and focused.

Most recently, staff gathered to discuss curriculum alignment gaps and review student data to best address the skills needed for the upcoming state assessments. Stepping outside the school PLC groups, PLC facilitators meet quarterly to discuss implementation of best practice instructional strategies, brainstorm roadblocks for the district PLC groups, and make recommendations for further professional growth, keeping student achievement at the forefront of the discussions.

With many of Humphrey's staff members at the masters level of education, relationships were built from surrounding district educators during their educational coursework. Humphrey staff utilize their educational connections to seek out answers to questions, investigate strategies and styles of instruction, and share what has been working well in their own classrooms. This has proved to be invaluable while researching curriculum, exploring Daily 5, reevaluating our formative assessment tools, and expanding our experiences with a school-wide model of Responsive Classroom.

The elementary principal works with the rest of the HLWW administrative team to plan opportunities for collaboration. Ms. Olson participates in a book study group with other area district administrators, and serves on the Minnesota Elementary School Principals Association board, acting as one of the eight division presidents. With this state-wide networking she is able to seek feedback from principals on educational initiatives, to keep current on legislative priorities, present strategies working to fellow colleagues, and advocate for student and district needs at a grassroots level.

4. Engaging Families and Communities:

Engaging families and the community with schools seems to be a struggle state and nation-wide. We work hard to make our families and our school's surrounding community feel welcomed and appreciated. Humphrey Elementary has an open-door policy and we solicit help in areas that our volunteers feel they can offer support. We tap into their individual talents and strengths, respect their time shared with us, and graciously recognize the impact they make on our students and school as a whole.

Humphrey Elementary offers many ways for families to get involved within the life of their child's learning experiences. We host family breakfasts (Donuts for Dads, Muffins for Moms) and school-wide events such as Family Fun Night and Field Day, in addition to our traditional open-house to start the school year, and parent-teacher conferences held in the fall and spring. Open-house kicks off the school year on a positive note, greeting families and welcoming their child into each teacher's learning community. It is a chance for teachers to share expectations with students' families in an uninterrupted, succinct and clear message. It also provides an opportunity for parents and students to ask questions about what to expect for the learning year, and dispel any fears. Our conferences, however traditional, provide an essential tool for parents and staff to come together with students to develop learning goals,

enhance learning, and address student needs for the school year. Deliberate conversations of partnership show value to each party, and the only way to achieve ultimate success.

Parents and community members serve on various committees--Partners In Education (PIE) organization, District curriculum review, our school's advisory panel and special education leadership teams. In these various forums, we seek honest feedback in our commitment to provide the best experiences possible for our students.

With any success, we also recognize the continuing need for improvement. At Humphrey Elementary we seek constructive feedback via parent satisfaction surveys, highlighting the quality of educational opportunities, the safe and welcoming school environment, and the value of their child's (and their) overall school experiences. From the feedback received, our leadership team works to improve the overall reputation and quality of the school.

1. Curriculum:

At Humphrey Elementary, the curriculum in all core areas is consistently being modified and adapted to meet the learning standards set forth at the local, state, and national levels. Annually, teams composed of teachers and administrators collaborate to adopt new content-area curricula according to a cycle determined by the school district. Included more specifically in the curriculum team are teacher representatives from both primary and intermediate grades, as well as special education and title one staff, to be sure all student learning needs are addressed. Through the adoption process, the members of the team determine which curriculum best aligns to our current state and national standards. Additionally, they decide upon any materials that need to be supplemented to fulfill all content area standards. Once implemented, teachers are given consistent professional development opportunities to horizontally and vertically align the curriculum to ensure that all learning outcomes are being met.

Over the past three years we have adopted new curricula in the core content areas of science, English Language Arts, and Mathematics. Most recently, we adopted the Reading Street series developed by Pearson-Scott Foresman. This series aligns to the 2010 Minnesota K-12 Standards in English Language Arts, which are based from the Common Core State Standards for English Language Arts and Literacy. In 2010, the school district adopted the Seela Science series, which is a customized curriculum that aligns to the Minnesota K-12 Academic Standards in Science. In the content area of Math, the school district implemented the Envisions series developed by Pearson-Scott Foresman in 2009 which aligns to the Minnesota K-12 Academic Standards in Mathematics that were adopted in 2007. Next year, in coordination with the adoption of the 2012 Minnesota K-12 Academic Standards in Social Studies, the school district will be forming a team to update the current social studies curriculum to align to the most current standards.

In other curriculum areas such as fine arts, physical education/health, and technology, curriculum and standards reviews have been completed within the last five years. All content areas are current with state and/or national standards. Our current health curriculum, Health and Wellness by McMillan/McGraw-Hill, purchased in 2008, is taught in the general education setting complimenting the instruction taking place in the physical education setting. In the physical education and fine arts content areas, rather than instructional curriculum purchases, we purchased curricula to provide more direct learning opportunities tied to the state and national standards in each curricular area. The music department purchased Orff and other musical instruments to offer more hands-on learning opportunities to students, and the physical education department purchased fitness items and activity kits to develop wellness, improve eye-hand coordination, and promote of general fitness. Technology is reviewed uniquely. With the ever-changing world of technology, we look to ISTE (International Society for Technology in Education) as a guide for our standards, and work to integrate technology in other curricular areas in addition to a stand alone instruction model. Although technology is integrated and reviewed on a yearly basis, we use a more global approach to integrate technology and instructional media in the district to provide a solid plan that the district's budget can manage more soundly.

2. Reading/English:

Humphrey Elementary currently uses Pearson-Scott Foresman's Reading Street Series to assist in reading instruction. In previous years, the district used an older version of the Scott Foresman series. Staff incorporates a variety of teaching strategies and tools in the delivery and instruction of reading to meet the diverse needs of student learners. First and foremost, Humphrey staff tackle instruction in a direct approach with standards in one hand and curriculum in the other. While both pieces are key to address student needs, ultimately student data drive the pace of instruction.

With solid core instruction in place with cyclical key strands of fluency, author's purpose, writing, phonics, grammar, and literacy strategies in the reading curriculum, we approach a second session of learning with modified student groupings. During this 45 minute time period, staff pool together to provide instruction to students in a clustered setting. We draw experience from special education and Title I, general classroom teachers, and a reading teacher to meet with students in small groups of 8-10 students to target literacy components such as vocabulary development, comprehension skills, grammar, inferential learning, and writing. This offers students more individualized instruction and better meets their needs. It also capitalizes on a staff member's strengths and his/her own unique teaching styles. The additional time also offsets the time that students are pulled out of instruction for those needing special education or other support services.

Special education draws on other instructional materials and strategies, utilizing Reading Triumphs, Reading Mastery, and methods such as direct instruction. Title One supports the regular classroom instruction and provides additional support through Houghton-Mifflin's Soar to Success program, which provides weekly measures to monitor progress and student growth. Our reading extension teacher provides additional instruction to a small cluster of third and fourth grade students using the Junior Great Books series.

Beyond current curriculum, state standards, and student data to drive our instruction, we have several other influences that promote and encourage literacy. We use the Accelerated Reading program to emphasize comprehension and enjoyment of reading. Providing small incentives at incremental points within the AR program encourages students to set goals and maintain interest. Teachers have worked together to implement the Daily Five, a strategic approach to promote literacy with Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work components. These strategies are being implemented solidly in the primary grades, and are expanding into the intermediate grade classrooms. First and second grade teachers identified vocabulary as an area of need. The dynamics of the study group allowed for fluid implementation strategies based on Marzano's research. Common vocabulary words were introduced during music and physical education classrooms, and outside traditional literacy instruction. Key words were selected and shared with staff, and strategies to teach meaning to the words highlighted. Strong student achievement results are noted.

3. Mathematics:

Humphrey Elementary School utilizes the Scott Foresman-Addison Wesley enVision Math program. This program provides twenty focused topics that are groups of lessons with a common focus. The topics are small enough to rearrange into an individualized curriculum that matches the sequence preferred by a teacher or grade level. There are 140 lessons within the 20 topics. The content in the basic lessons are such that they can be taught out of sequence to ensure the skills and strands of the MN Comprehensive Assessments (MCAs) are addressed prior to the testing process. Once completed, the lessons can be reviewed and broadened for further mastery. In addition, students are also prepared for the next year by using the lessons that preview the next grade and the Math Diagnosis and Intervention System for test success the next year. The daily spiral review and the problem of the day provide ongoing review throughout the year which leads to improved mastery and maintenance of skills. The school also uses Pacing for Test Success which addresses all the grade level content that is assessed on the MCA test before the test is given. This provides daily, short activities that relate to geometry, measurement, algebra, data analysis, or probability. These activities are used in conjunction with student book lessons that focus on content assessed on the MCA test to make sure students have experience with all the assessed content prior to taking the test.

All students have access to the same content but the level of the instruction is based on how much support each child needs. Teachers provide leveled activities and leveled homework for re-teaching, practice, or enrichment. Teachers also integrate digital resources to promote learning with the digital student editions, visual learning animations, animated glossary, tests, and games on the computer,

Internet, and interactive boards. For students needing additional support, the Title One Program uses pre-teaching, re-teaching, and basic skills practice to supplement the classroom instruction.

All students at Humphrey Elementary have access to instruction on grade-level content standards. Ongoing assessment provides valuable information to guide data-driven instruction. With frequent progress monitoring, students receive important feedback, while teachers gain information about students that can guide instruction. Appropriate accommodations and/or modifications are provided as needed on evaluations of classroom performance, with the individual student's needs being carefully considered before implementation of accommodations, modifications, and/or interventions. Students having difficulties achieving proficiency on grade-level content standards are provided with various options for specially designed instruction, such as individual or small group standard/strand specific remediation.

The mathematics curriculum and instruction, instructional methods, and the strategies used to improve the mathematics skills of all students, have had a powerful impact on student learning at Humphrey Elementary School.

4. Additional Curriculum Area:

The Howard Lake-Waverly-Winsted School District is dedicated to providing a safe and healthy learning environment for all students. Included in this mission is that of teaching our students healthy life habits and choices. The role of physical education in our district is crucial in order to keep our students moving, healthy and safe. A coordinated school health program is key in order to meet the health and safety needs of our K-12 students. HLWW schools promote eight coordinated school health components: health education, physical education, health services, nutrition services, counseling/psychological services, a healthy safe environment, parent and community involvement and staff wellness.

Our food services program is highly regulated and works hard to ensure balanced, healthful meals for all children during every school day. Our school breakfast program continues to grow with each passing year. Many studies have shown that by starting the day with breakfast, academic performance improves; attention span increases and students are better able to process information more effectively.

The philosophy of our physical education classes has taken a dramatic swing in the last ten years. Lifetime activities have become a much larger part of the curriculum. Competitive team and partner activities still have their place in our schools as well. These activities provide valuable life skills such as how to deal with failure and how to be gracious and courteous in victory. Learning opportunities have been expanded more recently with a grant from the Minnesota Department of Natural Resources to include archery offered to fourth grade. Additional monetary support has come from our parent organization in which we have been able to provide an experience in roller skating for students in grades kindergarten through fourth grade.

HLWW's health and physical education department is composed of licensed K-12 specialists who serve all our schools, including Developmental/Adaptive Physical Education endorsements to better serve our special needs students in the physical realm. Our mission is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This will involve a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential K-12 instructional curriculum that follows the Minnesota Physical Education Standards while teaching the behaviors and knowledge necessary to exemplify good health and maintain a physically active lifestyle. Quality health and physical education instruction involves the whole child by providing psychomotor, cognitive, and affective benefits.

5. Instructional Methods:

Humphrey teachers provide core instruction to their classrooms of students. At the beginning of the year, a screening tool is used to identify target areas of strength and weakness, and ongoing formative

assessments monitor the progress of each student's growth. Small extension learning groups are created from the student data by tapping into additional staff support—special education, Title I, and an instructional specialist, to focus on target skills needed to develop higher student achievement. Special education and title one staff monitor specific skill progress in greater detail, as they are responsible to track and report progress for their respective programs' accountability. Each student is challenged carefully at his/her own level to address the expectations of meeting academic standards. Each grade level has a slightly different approach to student instruction, matching teacher personality and classroom dynamics, yet all grade levels strive for high standards and expectations for ALL students.

Integration of technology, however important, has not taken the place of the teacher. Technology is used as an effective tool to engage and enhance student learning, complimenting solid teaching instruction. Each grade level utilizes SMARTboard technology and/or a computer-projection device station to assist combination. Students also have access to a variety of learning applications and web-based resources within the computer lab and classroom. Parents have an option to participate in free web-based instructional “games” built directly around our state standards. This availability was made provided by fundraising and support from our parent organization. Suggested educational games are also shared on our website to assist families in fun learning experiences and generally provides students with instant feedback on success.

6. Professional Development:

In the last two years, the Howard Lake-Waverly-Winsted school district has revised the methods of providing staff development. The shift in delivery was shaped by the limited availability of state funding, and the need to keep teachers in the classrooms on a more consistent basis. Currently professional development has been offered by teacher experts and guest speakers. The opportunities for staff are complimentary to their re-licensure needs and addressing the district's goals of high student achievement, safe and welcoming learning environment, and efficient and effective operations. Staff members receive time to participate in job embedded professional development while working in professional learning communities, book studies, and standards/curriculum development work.

Allowing staff collaboration time to discuss and reflect on purposeful reading excerpts, develop action plans and allow for implementation, and then return to the group for discussion on gains and concerns with the implementation, has been invaluable. Teachers have been able to cater the discussion to their specific classroom needs, and students are the recipients of more focused instruction, positive learning strategies, and meaningful, connected instruction.

Our last several professional development sessions targeted current curriculum and the alignment to academic standards. Staff worked in respective content area groups (with elementary addressing math and literacy standards) to vertically align instruction, address gaps in instruction, and then review using academic standards and state-wide test specifications to guide discussion. The outcome was purposeful communication to reaffirm key strategies and quality instruction, and expanded conversation to address the weaker areas in student achievement. Providing collaboration time has been essential for staff to regroup and refocus, and truly rejuvenates positive attitudes and energy needed to implement successful instruction for student growth.

7. School Leadership:

Humphrey Elementary is led by an outstanding principal who works closely with the district administrative team (Superintendent, High School Principal, and Middle School Principal) to provide students, staff, parents, and community members a well-rounded and fulfilling education. The principal is the instructional leader at Humphrey Elementary.

Through collaboration with staff, the principal provides leadership that fosters teacher development and growth. With the implementation of Professional Learning Communities provided by the district, the

principal and district administrative team have created an atmosphere of reflection on best practices and development of programs and curriculum that are best for students.

As part of the team that implements new curriculum and alignment, the principal plays a key role in fostering how to creatively work within the framework of schedules, budgets, and staffing to deliver quality curriculum that is aligned to standards and best practices.

The principal also promotes relationships and a teamwork approach throughout the building. Whether it is through grade level planning, the integration of Title and Special Education services, or through the development and implementation of the student assistance team, she instills the working relationship it takes from all players to address the needs of students and their improved achievement.

Creativity and initiative is the stronghold of a good working elementary school. In a small school setting such as Humphrey Elementary, students, parents, teachers, and the community must be flexible, collaborative, and have the vision of where they want the school to go. The principal facilitates and continuously feeds this approach through implementation of required policies and procedures, as well as by implementing the goals and objectives of the district at large.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: III (2011); II (2006-2010)

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds Standards	98	87	90	92	82
Exceeds Standards	21	49	40	28	30
Number of students tested	42	39	30	25	33
Percent of total students tested	98	98	91	96	94
Number of students alternatively assessed	1	1	3	1	2
Percent of students alternatively assessed	2	2	9	4	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	95				62
Exceeds Standards	16				8
Number of students tested	19	9	7	6	13
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested				1	
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1				1
4. Special Education Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1	2	1	3	4
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. Asian or Pacific Islander					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
NOTES: The Minnesota Comprehensive Assessments (MCA) changed the edition during this 5 year period. Only 2011 scores are taken from the third edition. All other scores documented are from the second edition. The only other change within the recorded data is the 2011 were taken online. 2010 and earlier were all taken paper/pencil.					

12MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: II Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds Standards	98	90	87	84	88
Exceeds Standards	81	67	60	64	55
Number of students tested	42	39	30	25	33
Percent of total students tested	98	98	91	96	94
Number of students alternatively assessed	1	1	3	1	2
Percent of students alternatively assessed	2	2	9	4	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	100				69
Exceeds Standards	84				23
Number of students tested	19	9	7	6	13
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested				1	
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1				1
4. Special Education Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1	2	1	3	4
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. Asian or Pacific Islander					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
NOTES:					

12MN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: III (2011); II (2006-10)

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds Standards	78	94	61	62	74
Exceeds Standards	46	32	4	23	32
Number of students tested	37	31	23	26	43
Percent of total students tested	97	91	96	93	100
Number of students alternatively assessed	1	3	1	2	
Percent of students alternatively assessed	3	9	4	7	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	80				70
Exceeds Standards	60				30
Number of students tested	10	4	8	6	10
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1				2
4. Special Education Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	3	1	2	3	5
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. Asian or Pacific Islander					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2				
NOTES: The Minnesota Comprehensive Assessments (MCA) changed the edition during this 5 year period. Only 2011 scores are taken from the third edition. All other scores documented are from the second edition. The only other change within the recorded data is the 2011 were taken online. 2010 and earlier were all taken paper/pencil.					

12MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: II Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds Standards	87	81	77	76	79
Exceeds Standards	24	45	36	42	35
Number of students tested	37	31	22	26	43
Percent of total students tested	97	91	96	93	100
Number of students alternatively assessed	1	3	1	2	
Percent of students alternatively assessed	3	9	4	7	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	80				100
Exceeds Standards	10				40
Number of students tested	10	4	7	6	10
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	1				2
4. Special Education Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	3	1	2	3	5
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested					
6. Asian or Pacific Islander					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2				
NOTES:					

12MN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds Standards	88	90	77	76	77
Exceeds Standards	32	41	24	25	31
Number of students tested	79	70	53	51	76
Percent of total students tested	97	94	93	94	97
Number of students alternatively assessed	2	4	4	3	2
Percent of students alternatively assessed	2	5	6	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	89	84	53	33	65
Exceeds Standards	31	30	13	8	17
Number of students tested	29	13	15	12	23
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2	0	0	0	3
4. Special Education Students					
Meets and Exceeds Standards					33
Exceeds Standards					11
Number of students tested	4	3	3	6	9
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2	0	0	0	0
NOTES:					

12MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds Standards	92	86	82	79	82
Exceeds Standards	54	57	49	52	43
Number of students tested	79	70	52	51	76
Percent of total students tested	97	94	93	94	97
Number of students alternatively assessed	2	4	4	3	2
Percent of students alternatively assessed	2	5	6	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standards	93	84	64	50	82
Exceeds Standards	58	54	21	8	30
Number of students tested	29	13	14	12	23
2. African American Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2	0	0	0	3
4. Special Education Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	4	3	3	6	9
5. English Language Learner Students					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds Standards					
Exceeds Standards					
Number of students tested	2	0	0	0	0
NOTES:					

12MN5